

Unit Planning Guide: Grade 1 Unit 2 of

Unit Title: Main Idea / Supporting Details	Pacing (Duration of Unit): 5 weeks
Grade: 1	Buffer Day(s): 1 week

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books and use them to write a sequence of instructions).
- **L.1.5b** Define words by category and by one or more key attributes.
- **RL.2** Retell stories, w/key details and demonstrate understanding of their central message or lesson.
- **RI.2** Identify the main topic and retell key details of a text.

*Continue to teach grade level phonemic awareness and phonics as necessary.

These are MPI examples for EPL 2/3

- Give examples in order to participate in shared writing in cooperative group structures
- Categorize words by attribute with a partner
- Retell stories with key details using a graphic organizer
- Identify main topic and retell details of a text using a graphic organizer

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Main ideas support understanding.
- Good retelling includes main ideas and key details.
- Researchers communicate their work to others.
- The central message or theme of a text helps us understand its meaning.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What's important and what's not?
- How can we communicate what we learn to others?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know that...

- Text contains main idea and supporting details
- Stories have elements and contain a moral or central theme
- Words/ideas can be categorized and classified

Key Academic Vocabulary:

- moral
- shared writing
- story elements
- categorize and classify
- supporting detail
- central message (theme)
- main idea
- key details

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- **identifying** main idea (Knowledge)
- **identifying** supporting detail (Knowledge)
- **analyzing** and participate in a discussion about central message (theme) or moral (Analysis, Comprehension)
- **retelling** stories in sequential order (Comprehension)
- **relating** and verbalizing ideas in shared writing activities (Analysis)
- **classifying** informational and narrative texts (Application)
- **participating/contributing** in shared writing supporting or informing a given topic (knowledge, comprehension, application, analysis, synthesis)
- **categorizing** words (application)
- **defining** words (knowledge and comprehension)